

Cluster Chatter

Professional Development: Cluster 6
December, 2002

A Message from Mary: CFASST, Year 2 Training Revision

Important Dates

CFASST Year 1 Training:
March 12-14 Days 1-3

CFASST Year 2 Training
March 26-27 Days 1-2

Last spring, each cluster set about revising a portion of the CFASST, Year 2 training materials. At first we thought it would require simple, small changes like making sure the events were numbered correctly. As each group began to work, it became apparent that there were some other changes that could be made for more effective training and implementation. All experienced Year 2 trainers received materials last fall and new trainers have experienced training with the revised materials.

Many of the changes, while they may seem slight, are really quite significant

and are worthy of your sitting down as a training group to review. There are some new artifacts, changes to activities which include a new card sort, new video to use to train Event 11, and there is even a new Form D in event 9!

Needless to say, throughout the state, participants seem to benefit from the revised training. I will distribute a more detailed explanation of the changes to Program directors at our January Cluster meeting.

Formative Assessment & Support



The WestEd Regional Educational Group conducted a study in 2000-2001 that looked at BTSA's organizational structure. Within the report, one finding concerned the implementation of formative assessment systems and found a "perceived conflict between assessment and support" to be a "consistent theme."

Induction offers a prime opportunity for program directors, support providers and beginning teachers to hold focused conversations as they implement formative assessment. Last spring, at the Statewide Directors' Meeting in Monterey, a group of directors held a discussion around this issue in a break out session. If you are interested in having a similar discussion at the program level, here are some possible questions you might use as a starting point.

1. Are we aware of this perceived conflict between assessment

and support in our own program? How do we know?

2. What can we do to deepen support providers' understanding of the role of formative assessment in their support of beginning teachers?
3. How can we help beginning teachers understand the relationship between formative assessment and their development as reflective practitioners?
4. How do we clarify the differences between "formative assessment" "summative assessment" and "evaluation" within our program?

I would love to hear any other questions/ideas you have around the implementation of formative assessment.

Network Dates

February 7

May 9

9 a.m.-2 p.m.
Ontario: Country
Suites

Registration forms
available on the
BTSA website:
www.btsa.ca.gov

HARDWARE:
The parts of a computer
that can be kicked.
Jeff Pesis



Training Resources

On the Web:

Find conference information, articles, and publications at the National Council for Staff Development www.nscd.org

Find training materials at the Trainers' Warehouse
<http://www.trainerswarehouse.com/shop/aboutus.asp>

Find a collection of icebreakers and warm up activities at the eslflow.com site
<http://www.homestead.com/prosites-eslflow/icebreakersreal.html>

Find links to a virtual plethora of training tips/icebreakers here

<http://www.odportal.com/training/icebreakers.htm>

In Print

Allen, Rich. Train Smart. Available at www.brainstore.com

Feigelson, Sheila. Energize Your Meetings with Laughter. Available at www.ascd.org

Garmston, Bob. The Presenter's Fieldbook: A Practical Guide. Available from www.nscd.org

Jensen, Eric. Sizzle & Substance. Available at www.brainstore.com

If you have other resources to share with out cluster, please email them to me and I will include them in next month's issue.

Questions & Answers

E-Mail your questions to Pmurnhv@avhsd.org

Q. I have been told you can get the CFASST registration forms on the 'website'. How do I find them?

A. Go to www.btsa.ca.gov you will see on the right hand side about midway down the FIRST page a link that says, CALENDER. Click on that link, and then you will see along the top of the page the words Statewide, then each cluster 1-6. Click on Cluster 6. You will now see the meeting dates for both the Induction Consultant, Cluster consultant and the

Professional Development trainings. Just click on the registration for the meeting or training you wish to attend. Now print out the form, complete the registration form and process as you normally would.

You will also see on the Calendar if any trainings dates have been changed or cancelled.



Great Quotes: Criticism

One's best success
comes after their
greatest disappointments.
Henry Ward Beecher

Looking Ahead!

August 12,13,14
Ontario, CA

Watch for a flyer
announcing a three-day TOT
on Differentiated
Instruction with Carolyn
Chapman. She will provide:

- a.) training in how to provide
differentiated instruction
- b.) support for program teams in
planning their own seminars
for beginning teachers and
support providers

The trouble with most of us is that
we would rather be ruined by
praise than saved by criticism.

Norman Vincent Peale

No one can make you feel inferior
without your consent.

Eleanor Roosevelt

Opinions like to keep their own
company.

Noah ben Shea

It's kinda nice to be remembered
by your peers and your fans,
because you can achieve a lot of
success and be a creep too! But
we try to be nice....

Karen Carpenter

Self criticism must be my guide to
action, and the first rule for its

employment is that in itself it is not a
virtue, only a procedure.

Kingsley Amis

Men will take almost any kind of
criticism except the observation that
they have no sense of humor.

Steve Allen

Free yourself to hear criticism or
enslave yourself to your fears.

Noah ben Shea

Criticism is a misconception: we must
read not to understand others but to
understand ourselves.

Emile M. Cioran

What we say about others is tell of us.

Noah ben Shea

Training Tip of the Month

5 AUDIENCE DE-STRESSORS

1. Lead some stretching set to
music. Tell the audience about
the value of stress reduction
and stretching. Ask them to
break into small groups and
choose a leader if your audience
is large.
2. Allow for small group
discussions so participants can
air anything that is on their
minds. It might be sharing
time, gripe time, or a current
events topic.
3. Ask everyone to pair up with a
partner and take a five-minute
walk around the outside (if
weather permits). Give them a
topic to share about or have
them make one up. Perhaps
they can share what they are
most grateful for, what they've
learned lately, their promise for
the day, or their most pressing
concern.
4. Set aside group journal-writing
time. This can be done formally
or informally with either an
assigned topic or a topic of the
learners' choice.
5. Facilitate a large group
discussion. Allow participants
to raise any issue they want.
Write the issues up on the board
or flip chart. After everyone
has expressed themselves,
review the issues and address as
many of them as possible.
Some of them will relate to
each other and can be handled
at once. If necessary, problem-
solving or resolution strategies
to the issues can continue to be
discussed in small groups who
then report back to the large
group.

